

York's seventh college held back by cuts

by Judith Judd

York University's seventh college, its Audio-Visual Centre Building and its new department of psychology have all been delayed by spending cuts, Dr G. M. Carstairs, the vice-chancellor, says in his annual report.

The University Grants Committee had intended that work should start on all these in 1975. The report says that buildings for the Institute of Social and Economic Research and the departments of language and music were to be started in 1974 but have been postponed again, leaving both in overcrowded accommodation.

"A further serious problem has resulted from the fact that the extension to the library has been delayed because of the unavailability of resources to the UGC and because of the new conception of 'self-renewing libraries' set out in the Atkinson Report."

Dr Carstairs says the delay over the seventh college means that the problem of finding accommodation for all students will become acute. Staff, too, have faced financial difficulties. Dr Carstairs says academic staff have had the "galling

experience" of being deprived of substantial and agreed increases to their salaries. "It is not generally recognized that this obligatory payment of academic staff alone represents a 10 per cent reduction in the cost of running the country's universities during the past year."

The report launches an attack on the Atkinson Report which proposed that university libraries should be "self-renewing" as an economy measure. It was suggested that the report should monitor their acquisitions and putting some into store while other books were transferred to the British Library Lending Division.

Dr Carstairs says this would not be very economical because the process would be expensive in terms of skilled man-hours year after year. It also "threatens to damage one of the most important functions of a university library by denying students the opportunity to browse and briefly consult for reference use which may be relatively rarely in use." He says the university will resist vigorously a policy which has already been termed that of the "self-destroying" library.

Altruism one compensation for poor salaries, v-c says

University salaries provide little or no incentive to undertake responsibilities, Mr R. W. Seawright, vice-chancellor of the University College of Wales, Swansea, writes in his annual report for 1975/76.

The financial reward of a post such as dean of faculty, warden of a hall of residence or professor is no way commensurate with the responsibility involved, he says.

None of the jobs would be done if financial rewards were the only objective. But fortunately most academic staff are not motivated by other directions, some of them of a quite non-material nature.

Such altruism was no justification for the Government's apparently deliberate demotion of the position of our universities, and thus of their standards of living, by an arbitrary lowering of the level of "emoluments."

Equally important was the demotion of universities in relation to other sectors, not only by the checks imposed on academic salaries, but by the "slow erosion" of equipment, recurrent and building grants.

Universities did not ask for special treatment. But they asked if the Government had been wise in making a later recovery by universities difficult, and running down the nation by which they contributed to the nation.

On industrial democracy Mr Seawright says one aim of improved participation in the running of the university was the increasing number of committees that discuss policy and make decisions.

It had now been agreed that there should be greater representation of the non-professional staff on a number of key committees and that for the first time student members should be included.

Scots strive to get girls into science

by Colin MacLean

A working party to consider the attitudes of girls to science met at Aberdeen University for the first time last week under the chairmanship of Professor Fred Holliday, of the physics department.

Science faculties in all the Scottish universities were represented, as was the Scottish schools inspectorate.

About 75 per cent of all science students in Scotland are men. At Aberdeen the figure is 75.8 per cent men, whereas there are 42.1 per cent men in the Aberdeen arts faculty. In Aberdeen the percentages of women are: pure science 35.5, engineering 2.0, forestry 2.5, agriculture 11.5.

The problem is not thought to be more serious in Scotland than in England or Wales, but there has been greater and more detailed awareness in Scotland of the comparative figures.

Ms Alison Kelly, with the support of the Scottish Education Department and the cooperation of the Scottish Certificate of Education Examination Board, has produced several research documents at Edinburgh University Centre for Educational Sociology. One was on trends in presentation for O and H grade SCE exams: another was titled "A Discouraging Process: How Women are Excluded from Science."

Professor Holliday said the working party were eager to stress that the aim was not merely to ensure higher entry figures for the Scottish science departments. They wished to engage girls and women in society's thinking about science in the community.

The working party noted findings by Ms Kelly in part on the United States figures that girls needed more encouragement than boys.

The working party will now report back to the Scottish science faculties where differences of opinion is expected, for instance on whether there should be alternative courses in science studies.

Student's failure brings criticism

The Department of Social Administration at the New University of Ulster is sharply criticized for its handling of a student who failed her course, in a report just published.

The report, prepared by the Council for Academic Freedom and Democracy, is about the case of Mrs Geraldine Browne who failed a one year Diploma in Applied Social Studies. It accuses the department of "failures of organizational competence, and of the standards of care and sensitivity which might be expected of social work professionals in or out of an academic department."

It also said that the structure of appeals at the university falls well short of the best standards available and thus militates against Mrs Browne's chances of success.

Under the rules which applied at the time of her appeal she was not allowed to appear in person at the hearing though her head of department, Professor Hywel Griffiths, was able to do so. This rule has since been changed but the report considers that appeal procedures at the university are still "backward."

Dr John Downing, chairman of CAFD, who carried out the investigation, concludes that Mrs Browne was initially the victim of a series of misadventures, but "by a cumulative process she came to be judged by the university as a failure."

Dr Downing says Mrs Browne should have been told to him that there was a risk case. The area that should have been considered, weak in writing and better contact to her have been maintained with her while she was on her practical work.

The report suggests that the department should accept Mrs Browne's last fieldwork supervisor's recommendation of a final placement, unemployed, to be present, unemployed.

A university spokesman said the case at the moment. It will be discussed at the next Senate meeting.



Students from Thames Polytechnic completing a two week project working for the National Trust on the restoration of a building at Clarendon, Essex. They are in the second year of a first period at Merrist Wood Agricultural College, which usually but was changed this year so they could take part in the work instead. Students from Merrist Wood have also taken part in work, clearing and reconstructing Vanburgh's bowling green and man's turf amphitheatre.

University provision 'about right'

There had not been too great or too rapid an expansion of British universities in the years since the war, Sir Charles Wilson said at Heriot-Watt University, Edinburgh, on Tuesday. Now when there were dips in university intake and when money was short, it was almost fashionable to say that too many new universities had been created, but he thought the numbers of universities and places were now just about right.

Sir Charles, principal and vice-chancellor of Glasgow University from 1961 until this year, was speaking about British universities in the past 25 years in the fourth in a series of lectures at Heriot-Watt on the theme, "This Elizabethan Age."

He was glad there had not been still greater expansion: perhaps Britain could have managed with few universities less, but he did not think the answer arrived at had been for want of expansion had never made clear what was their purpose. It had not been fully appreciated that the burden of expansion had been largely borne by the established universities. He discussed the creation of the completely new universities and said the three important factors in the 25 years were the effects of the war, the post-war rise in birthrate and the opportunity.

Between 1945 and 1951 there had been the steepest rate of climb in university intake, a rate not equalled since. Many students then were returned warriors, committed serious to their studies. Courses had to be tailored to them.

In the 1960s new universities newcomers, some the first in their families to go to university or to leave home to do so. It was thought that at this stage that the real ideal way to the university was the only way. Also there was a perceptible experiment had dominated the past 20 years. And for several years in university government.

Synopses for engineers

An experimental bi-monthly journal is to be launched in the New Year by the Institution of Mechanical Engineers. The project has been initiated by the Institution of Mechanical Engineers and will be financed by the British Library for a two-year trial period. During the trial period the proceedings will be published in parallel in traditional form.

Libraries to share computer access

The British Library Automated Information Services will be joined by the British Library for the provision of on-line retrieval services for libraries with over three million books.

The service is designed to make library and biomedical research easier and on-line retrieval services for libraries with over three million books.

Each RHM office will offer a house on-line access to its computer through the RHM Office network and in turn through the RHM Office network.

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News in brief

Sit-in charter condemned

Edith and Sussex University branches of the Association of University Teachers have passed motions condemning the recent sit-in at the National Union of Students on a code of practice during occupations.

The Sussex branch, which deplores the absence of prior consultation with local associations, is submitting a motion to the December AUT council meeting calling for the replacement of the agreement with one making clear that the AUT does not condone or support student action directed against its members. The agreement has also been condemned by the Lancaster branch.

Fewer want to teach

There were 22.98 per cent fewer applications to initial teacher-training courses last year—less than the decrease in the number of available places.

Figures released by the Central Register and Clearing House show men's application figures were 9,147 for 1976, compared with 11,660 for 1975. Figures for women were 24,511 against 32,086 for 1975. The intake certificate and BEd courses in 1976 were reduced by 3.31 per cent to 20,000. Total acceptances reached 21,031, accounting for 62.4 per cent of applications compared to 67.9 per cent for 1975.

Applications for one-year post-graduate courses in university and polytechnic departments of education and colleges of education showed a very slight decrease—0.4 per cent. Total admissions were 10,223, 4,808 in universities.

Social impact of oil boom

Sociologists at Aberdeen University have produced an international register of research on the social impact of the development of the North Sea oil fields. It contains an extensive list of social science work in Canada, the United States, South-East Asia, Norway and the United Kingdom. The register is edited by Professor Robert Moore.

Mr Gordon Oakes

The Government's committee on the management of higher education in the public sector will be chaired by Mr Gordon Oakes, MP, the Minister of State at the DES, and not by Lord Donaldson of Kingsbridge as stated in *The Times* last week.

Plan to end vacation benefit may be dropped from Bill

by Alan May

It was that the Bill should operate from the academic year 1977-78. The Government's intention was to end the vacation benefit in the Christmas and Easter vacations might be dropped after all.

The College of St Hilda, Oxford, is to merge with the University of Durham. The merger is to be completed by the end of the year.

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Engineers and industry to be investigated

by Clive Coulson
science correspondent

A major investigation into the contribution made by engineers to the performance of manufacturing industry is to be carried out at Aston University by the British Association for the Advancement of Science.

A team of four full-time researchers has been recruited for the project. They will be directed by Dr J. A. Pope, vice-chancellor of Aston University and a general trustee of the British Association.

Their aim is to "recommend action to be taken in the education, recruitment and deployment of engineers to improve the performance of British manufacturing industry, and, in particular, the effectiveness of production management."

The findings will be published in July 1977 in time for full public discussion before the British Association annual meeting at Aston in September.

Half the project's estimated cost of £36,000 will be provided by three Government departments—Industry, education and science and the Labour Department. The other half has been raised from industry.

Extensive information relevant to the project is already held by Government departments, industry, the CBI, joint bodies such as the Engineering Industry Training Board, and the engineering profession's own associations. These groups have promised to cooperate with the research team.

Senior member of the full-time research team is Mr Vincent Watkins. He is 46 and graduated from Cambridge in 1953, spending the next five years as an engineering firm's design engineer. He became managing director of the big Indian subsidiary Guest Keen Williams.

The other three project officers are Dr Stuart Macdonald, Mr James Wilson and Mr Richard Swaino.

Britain's major engineering award, the £25,000 MacRobert Prize, will not be given this year.

This is the first time since the annual prize was instituted in 1968 that it has not been awarded.

Too many seek academic posts

by Frances Gibb

The large number of well-qualified graduates applying unsuccessfully for academic posts is the greatest concern of universities at present, Mr T. C. Thomas, the recently retired vice-chancellor of Liverpool University, says in his annual report for 1975-76.

"Never in my 30 years of university teaching and administration have I known such numbers of well-qualified graduates to apply for academic posts and be turned away," he says.

"Here indeed is our seed corn to go to waste and this must be the area of greatest concern for all universities at the present."

Two other causes for concern are morale-reducing academic salaries and tuition fees, which might prevent a considerable number of young graduates from going to university, Mr Thomas warns.

Self-supporting postgraduates were likely to be hardest hit. At Liverpool those comprised 30 per cent of the postgraduate population, and the consequences for research would be serious.

In the faculty of arts 55 per cent of postgraduates were self-supporting.



Mr T. C. Thomas

ing and 44 per cent in the faculty of veterinary science.

If all privately supported students were cut out the undergraduate population would fall by 400, or 7 per cent, he says. The engineering faculty would be worse affected, because 15 per cent are privately supported.

Overseas students constitute 6.7 per cent of the student population.

During the first four years of the 1972/77 quinquennium, the university gained 37 more academic posts, while the student population increased by only 228, to 7,420, making roughly one new teacher for every six extra students.

Overall, there were nine new chairs, 63 other academic posts, and 80 support staff posts created, but against this 51 academic posts had been frozen and there were other enforced vacancies among support staff.

Full-time student numbers grew slowly during the five years, increasing by 1.28 per cent compared with the national average of 12.86 per cent, Mr Thomas says. This is mainly because Liverpool's targets were much lower than for new and expanding universities.

Growth has been mainly on the arts side where numbers expanded by 14 per cent compared with a 3.3 per cent fall in science numbers. There was also a substantial increase in the proportion of women to men students.

Welsh student suspensions challenged

by Tony Heath

A call for an independent inquiry into the suspension of four students from the University College of North Wales, Bangor, for their part in a campaign for increased use of Welsh was made at the weekend by Mr Dafydd Elis Thomas, Plaid Cymru MP for Merioneth.

Mr Thomas, who is the party's Parliamentary spokesman on education, is a former student and member of staff at the college. He said: "I have written to the pro-vice-chancellor of the University of Wales, Lord Justice Edmund Davies, requesting that the university should set up its own inquiry."

He has also appealed to Mrs Williams, Secretary of State for Education, to intervene should the university decide not to undertake an inquiry of its own.

The conflict between the senate and the students cannot be resolved internally, Mr Thomas said. "The recent confrontation is the climax of a 15-year campaign to persuade the college to implement a bilingual policy. In my view the authorities are inflexible and the students are militant."

The four students, all members of the college's Cymric Society, have been suspended until next October and will only be allowed to return then if they provide written guarantees of future good behaviour.

They were disciplined following incidents, including slogan painting and the occupation of administrative offices, during a campaign to promote the use of Welsh in the college's administrative and academic matters.

Mr Thomas expressed disquiet at the authorities' action in expelling the students.

"No court in Wales could be judge and jury in its own case," he said. "The college senate was when it expelled the four."

The MP is critical of the fact that the senate's punishment was decided, was conducted in English.

Two-thirds of school leavers are unaware of poly degrees

by Sue Reid

Two-thirds of Britain's school leavers do not know that polytechnics offer degree courses, according to a survey carried out by Lancaster University's Institute for Research into Post-Compulsory Education.

Speaking at a conference at Wolverhampton Polytechnic on attitudes to higher education among 16 to 18-year-olds, Mr Alan Gordon, a research officer at the institute, said research also showed that only 8 per cent of those whose first choice was university applied to a polytechnic or college of education as second option.

The survey conducted by himself, Professor Gareth Williams, of Lancaster University, and the Office of Population Censuses and Surveys, revealed that of those whose first choice was polytechnic only a quarter had a university or college of education as the "runner up."

Polytechnics needed to promote good relations with schools and careers officers, he said. Careers studies had shown that more than 50 per cent of fifth-formers wanted more help with careers selection. But the survey conducted by him, self and Professor Williams had

indicated that the figures were better than that.

It revealed that two-thirds of the boys and more than 50 per cent of the girls were broadly satisfied with the careers information they were receiving. Among the 18-year-olds slightly more than 50 per cent of the boys and rather less girls indicated that they were generally satisfied.

But about 10 per cent of the pupils and students had said that they had received no useful advice. Twelve per cent of fifth formers indicated that school was the most useful source of information, compared with about one-third of the 18-year-olds. About a third of each group regarded their immediate family or friends as being the most useful source of help.

Commenting on why pupils chose a particular institution or course Mr Gordon said that the survey had shown that two-thirds of the 18-year-olds intending to enter higher education had said the usefulness of the course for a job and the academic reputation of the department or institution were important.

Professor Williams told the conference that until a few years ago the "soft" option subjects had remained in better jobs than the "hard" options, such as mathematics. The fact that many of the "soft" option subjects had been considered "trendy" by sixth formers had provoked the swing away from mathematics.

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3 per cent pay rise likely in polys and colleges

Teachers in polytechnics and colleges can expect pay increases of more than three or four per cent in money terms for the year beginning July, 1977, if the plan for local government spending outlined in the Rate Support Grant circular is followed.

The Rate Support Grant order—which forecasts total spending on education by local authorities of £5,862m in 1977-78—imposes a cash limit on future pay and price increases of £370m (at current prices). The circular states that the most important factor determining the limit is the current pay policy agreed between the Government and

the TUC which applies to settlements up to next July.

The amount of the grant calculated for education represents a reduction of about 1.5 per cent in real terms compared with this year. It takes account of changes in the number of students at colleges and assumes no growth in the number of teaching staff in further education colleges after the 1976-77 academic year.

The circular has implications for other parts of the higher education system. For example, despite the report of a Department of Health and Social Security committee in the summer recommending a rapid

Local Government Finance, England and Wales. The Rate Support Grant Order 1976 HMSO 35p.

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Das Wort according to Das Institut

Every year 18,000 people, mostly academics, teachers and students, from 131 countries go to study German at the Goethe Institute in West Germany which this year celebrates its 25th anniversary.

Here they learn the language with fully trained teachers using textbooks and audio-visual methods. Great emphasis is put on speaking only German—no translation is done—at each of the 17 teaching centres spread throughout Germany in places like Berlin, Freiburg and Munich.

Since 1951-52 when the Goethe Institute was founded more than 200,000 students—the majority on grants from German public and private foundations—mainly from Asia, Europe and the United States, have come to its institutes. It is an autonomous body and a registered society which started as a private institution teaching German both in Germany and abroad.

In those early years, language teaching was the main part of our work but the cultural policy had to be built up as we knew we would eventually need cultural offices," Dr Hans Kruger, deputy secretary general of the Goethe Institute, and former director of the German Foreign Office Cultural Institute in Tokyo, said.

Between 1961-63 the Goethe Institute took over some of the foreign cultural institutes formerly run by German embassies. "It was decided that it would be better to have foreign institutes separated from the Government and its not to give the wrong impression," Dr Kruger said.

Now the Goethe Institute has 117 branches in 90 countries with a budget of 100 million marks. Courses which 66,000 students attended; 100 of these courses were prepared and executed for universities and other institutes in Manchester, London, the West Midlands and the south, including South Wales.

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Patricia Santinelli on the work of the Goethe Institute

leges of education and summer schools.

The institute's overseas branches are funded by the German Government. In 1976 it received DM115m. However, even that amount is not sufficient for the Institute to open new branches as it has done in Atlanta and Chicago, without having to close down others in Tanganyika, Madagascar, Bilbao, Spain, and the Argentine.

The main criteria on which the decision to open a new institute is based are whether the country is important to Germany economically, politically or culturally.

The centres abroad perform three main functions. They have a cultural role in organizing exhibitions, lectures and other events; they run language courses at both general and specialised levels; and they run lending libraries for books and audio-visual materials.

The Goethe Institute, London, founded in 1958, is a good example of the mixture of cultural and language activities possible in the coordinating institute for programmes in Great Britain—there are three other institutes in Manchester, York and Glasgow—it serves London, the West Midlands and the south, including South Wales.

Its contacts are mainly in schools and polytechnics and to a lesser degree in universities. "We cannot expand more in universities

because of our budget," Mrs S. Bauer-Schiller, deputy director of the Goethe Institute in London, said.

However, the Goethe Institute does have important contacts with universities; for example, at King's College, London, where it runs a course in German for first and second-year undergraduates, and at City University where it runs an intensive course of beginners' German. Regular classes are also held for science students taking liberal studies at Imperial College.

For the last three years the institute has been running a course for Inner London Education Authority teachers of German which is also available to the outer boroughs. It also plans to arrange a one-week residential course together with the Department of Education and Science and the ILA, to be held initially in Birmingham for teachers who cannot afford to go on the Berlin course.

"The greatest need of teachers is to allow them to go to Germany and see the teaching methods there," Mrs Bauer pointed out.

Cutbacks in the number of institutes are not only taking place overseas but in a number of German teaching centres. These are funded partly by West German Government scholarships and partly

by fees, which will be DM2,000 for an eight-week course from 1977. Last year their total turnover was DM27m.

Teaching centres at Brummenburg, Berlin and Ebersberg have been closed down because they offered too little opportunity for entertainment and leisure and were too far from cities. As a result they were under-subscribed. These closures have meant a radical change from the philosophy of the original founders who believed that centres should be located in beautiful but isolated areas so as to encourage intensive learning of German. Now the Goethe Institute is concentrating on setting up centres in areas which offer a variety of activities.

A typical example is the Freiburg institute which was opened in 1971 and has very strong links with the university there. The courses are especially designed for university students and scholars preparing for degrees in natural sciences, economics, social and natural sciences, medicine and music. Many of these are postgraduates from underdeveloped countries undertaking studies which will contribute to development in their homelands.

Discussing teaching methods used by the Goethe Institute, Dr Frank Nagel, deputy director said, "The whole question of methods was in a state of transition. "Whereas before greater emphasis was put on

listening and repeating, now more emphasis is put on understanding the use of language in the context of the language, and developing their oral ability."

Research had also shown that the use of language in the context of the language, and developing their oral ability."

Research on teaching carried out by a small group at the Goethe Institute in 1965, showed that a great deal of research carried out in various German universities, including the University of Munich, in Munich, and the University of Cologne, in Cologne, was being carried out in the field of language teaching in German universities.

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Breathing life into the many splendours that were Pompeii

John Ferguson visits the Pompeii AD 79 exhibition at the Royal Academy in London

It is hard to write of the Pompeii exhibition except in superlatives. It is beyond much doubt the most remarkable exhibition from classical antiquity ever to be assembled in Britain.

The vast majority of more than 300 exhibits come from the Naples Museum together with a few from the antiquarium and storerooms at Pompeii; these have been discerningly selected by objects from the British Museum, the Louvre, and Musée de Mariemont.

The Naples Museum has not been afraid to let out some of its masterpieces—the painted portrait of the baker (if it is he) and his wife; an exquisite painting of a girl sacrificing; the Isac ceremony; a rich gold lamp; a gold bulla.

But apart altogether from the material elicited from the storerooms (which must have almost equalled a new excavation to dig out), I will swear that there is material from Naples I have never seen on view there.

However, the Institute of the centre of the exhibition is a masterpiece of design and layout. The initial part of the training centre will be the student teacher's centre of consolidation.

There is no better, the valuable teaching centres can be international relations. Amongst them is a Polish professor, a member of the United Nations, a Singapore banker, and a nurse.

People like Mr. John Ward Perkins are a guarantee both of high scholarship and liveliness, and he and his assistant Amanda Claridge with the rest of their team have done a superb job on selection, arrangement and presentation, as well as on the catalogue with its full introduction, and explanation of the exhibits.

As we enter the exhibition we are confronted with a spectacular blaze of representation of the layers of pebbles, mud, and ash, showing precisely when each was superimposed.

standing teacher, making comparisons of her own slides.

The eruption of Vesuvius in AD 79, vividly recorded in words by the younger Pliny, has preserved for us a life in domestic detail, the woman visiting her gladiator lover, the steward sticking to his post, the meal abandoned by the priests of Isis, and the innumerable remains of houses, gardens, shrines, shops, brothels, places of entertainment.

Here the Romans come back in life for us. Not everyone is fortunate enough to come to Naples; some part of the cities have come to us.

And whatever has been happening to classical pure and simple, there has never been such widespread interest in the classical world, whether it is a matter of formal courses in classical studies—including our Open University course—the Classics have been reported a boom subject in this year's university entry. Nonetheless, since the war classics, pure and simple, has declined relative to other fields of study.

This has been the problem. The traditional classical curriculum required a mastery of two languages, and this in turn meant a concentration on language and literature.

They are great languages and great literatures, of course. One of my honours students from the 1950s confessed, however, that the Greeks and Romans never came alive for her until she travelled in the Mediterranean lands. She protested that neither at school nor university had she been made aware of the richness of the visual remains. She is now herself an outstanding teacher.

Pompeii AD 79, at the Royal Academy of Arts until February 27. Mon-Fri 10-5 (except certain days—see press). Sat-Sun 10-5. Admission £1 and 50p.

The combination of imagination and detailed understanding of the exhibition. This first room is entitled "History and the Volcano". It includes a superb model plan of the whole site, an Oscan inscription from the Nola gate, plaster casts of relief depicting the earthquake of 62 AD, and others of the dead.

We pass to the people, paintings, mosaics, statues, busts, terracottas, inscriptions. A case of jewellery was attracting the ladies; I overheard one of them saying gaily, "They were ahead of their time."

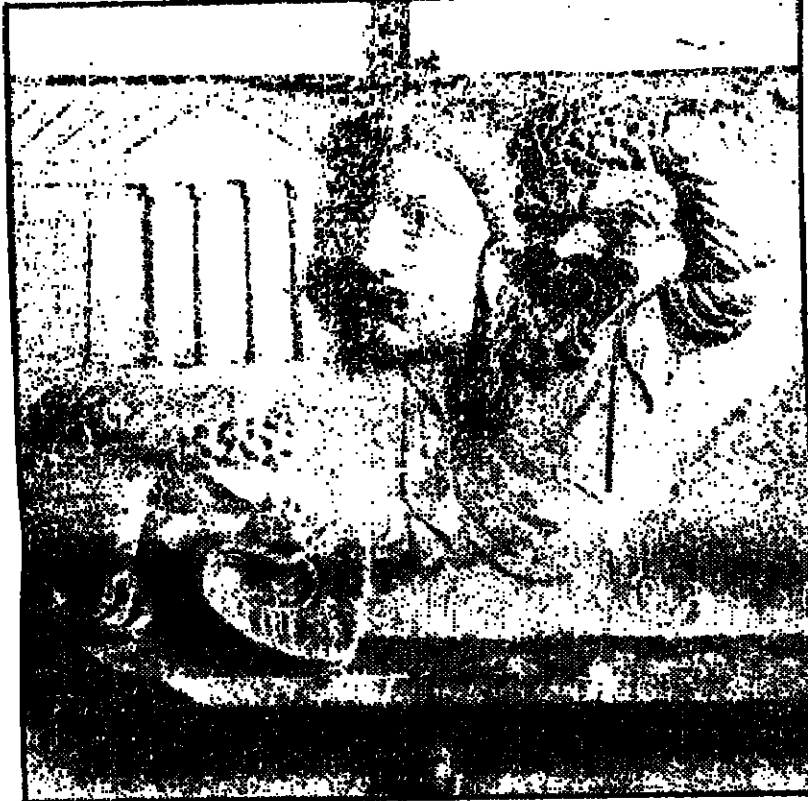
Particularly exquisite are six bone and ivory hairpins. A chance was unusually missed in this room. Election slogans and other graffiti are among the most exciting things in Pompeii; the introduction to the catalogue has them; if no exhibit was possible, photographs might have been used.

Room III is "The Garden", with material splendidly set out against a photographic background. I should have thought it misleading to describe a table-sport as a herm, and an explanation of the religious-magical function (and even the derivation) of oscilla would have been useful.

In every other way this is an exciting room. The bronze fountain group of two hounds attacking a boar is the cynosure, rightly, but the student will not miss the research which lies behind the plan of a market-garden.

From the garden to the house. Here those of all ages were dwelling on the magnificent model of the House of Menander—a stroke of genius to include this. The explanation of developing house-plans is clearer in the catalogue than in the exhibition, but the account of the four styles of wall-painting is excellent, as are the examples.

I was attracted by a little picture of a woman giving a cup of water to a traveller. The picture is the most vivid thing in the exhibition, an adjustable lampstand, a portable brazier, a samovar, a bonbon tray supported by a phallic plectantur. (No private room in this exhibition, thank goodness, we see the Romans as they were).



Marble panel with masks from Greek New Comedy, found in the ruins of Pompeii.

Room V is "Cults and Beliefs". In the centre is a reproduction of the great Hall of the Dionysiac Mysteries; it was another masterpiece to bring this in, perhaps the most important single visual document relating to ancient religion.

There is much else that is fascinating, especially relating to the Egyptian cults. Yet I have some fear that, for neglect of the obvious, this room may be misleadingly out of proportion; even the photograph of the Capitoline Temple would help to restore the balance.

Among the best objects in this room are a bronze votive hand to Sabazios, a bronze pig offered to Hercules, a phallic plectantur, and an exquisite Aphrodite.

In the last two rooms, dealing with trade and occupation, and with leisure, the people really spring to life: witness the carpenter's plane, the folding table, the inkwell, the baker's stamp, the dice, knucklebones and gaming counters, the baths advertisement, the labelled amphora, the very

ordinary kitchen crockery as well as the fine silverware, the paintings of banqueting-scenes, the gladiatorial equipment (excellently displayed against a photograph of the amphitheatre), and the statues of actors. And as the last we go out we are reminded of the riches still being explored and still to be explored by a most impressive reconstruction of a painted wall from the Oplontis villa (but why, oh why, is Oplontis not identified on the exhibition map?).

All in all this is a memorable experience. Even the most biased will thrill to it; even the most expert will learn from it; and many people will find themselves kindled to an intelligent interest in the ancient world.

Curse on his lunatic journey said well of Pompeii: "There have been many disasters in this world, but few which have given so much delight to posterity."

The author is dean and director of studies in arts at the Open University.

Knockdown reply to conservationist appeal

Edinburgh University's plans to develop George Square have ruffled feathers, as David Walker reports

Edinburgh University will shortly flatten an Edwardian mansion in the middle of city's elegant South Side. The arrival of a bulldozer at 10 George Square will bring to an end a dispute that has seen questions asked in Parliament, upset conservationists, embarrased the university and had the local authority wading backwards and forwards through the great volumes of town and country planning law.

One of the most ironical episodes took place a couple of months ago when the university's Robert Adam professor of architecture publicly called a group of his students "irresponsible" for producing a scheme to save the building.

The story of 10 George Square and the adjacent Georgian houses, numbers 11 to 14, is a special planning responsibility and the university itself when it is seen to behave like any other member of Edinburgh's South Side and how far it should preserve its stone facades from replacement by glass and concrete.

Large sections of the South Side—that part of the city's elegant South Side—has been a long time in the making. It was not until the late 1970s that the university decided to demolish the old buildings and replace them with a new scheme for social science, philosophy and history buildings.

What was left at the beginning of last year was the west side, the core of the north side, and a row on the east. The west side was the university's Bulletin of January 1975, was inaccurate. It was to be converted into a library. The houses in the row on the east were to be demolished when a new building was built. The plan was to build a new building on the east side, the planning of which was then Edinburgh Corporation.

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school) has been purchased by the University Grants Committee for academic use and will be renovated to accommodate departments in the faculties of arts and social sciences. 10-14 George Square must be demolished to allow the construction of the extension to the modern school, by order of the secretary of state, only when a contract for the new building materials will be considered if outside bodies are willing to meet the additional demolition costs involved.

The elements of the story in the subsequent years are a delay and the university's planning permission for number 10 and this is a cause célèbre which the students, the city, dissenting professors and politicians exploited.

It all reached a head in September this year when Edinburgh District Council was confronted with a renewed application by the university to demolish number 10. The university argued that abandoning the project for a new medical block would result in action by the planning committee for over £2m.

But a group of students from the department of architecture, led by Mr. Tim Davies, had been working with a scheme for the medical block that would not only save the building but also the £2.3m the university planned to spend. The scheme, as we have seen, did not get the academic approval of Professor G. B. Oddie of the department of architecture, but the secretary of the Edinburgh Association, a leading conservationist, called it admirable.

When it was put to the local authority, the Council's James Kay (Lab.) said the university was doing what it was entitled to do. Their scheme has now been shelved.

For its part, the university both defends its plan for the new medical block and presents itself as a servant of bodies, such as the UGC, and subject to external control. Professor S. B. Saul, a vice-principal who has been a particular responsibility for planning, sees the reason why the university should be required to take on conservationist functions

unless the public gives it the money to do that job properly.

As it is, he said recently, "Conservation is currently being spent in a haphazard way. A nearby well preserved structural repairs, and an initial cost of £1,000 has been set for the project. The project is a conservation group to help restore the old buildings to their original state. Such buildings, he adds, have the stringent requirements of reconstruction and safety legislation and the regulations, all of which are not met by the old buildings. The project is a conservation group to help restore the old buildings to their original state. Such buildings, he adds, have the stringent requirements of reconstruction and safety legislation and the regulations, all of which are not met by the old buildings. The project is a conservation group to help restore the old buildings to their original state. Such buildings, he adds, have the stringent requirements of reconstruction and safety legislation and the regulations, all of which are not met by the old buildings. 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Aiding minorities 'leads to double standards'

Special courses to help minority students reach the normal standards required for university entrance do far more harm than good, according to a leading black university teacher.

They led to the mismatching of individuals and institutions and encouraged top universities to admit students who were not able to cope with the academic standard, said Professor Thomas Sowell, associate professor of economics at the University of California at Los Angeles.

Professor Sowell, a leading black opponent of the philosophy of "affirmative action", was discussing the tendency of many top universities, anxious to increase their proportion of black students, to admit minority students who did not meet the normal entrance requirements.

He argued in an article in *The New York Times* that the "mismatch" was generated by the remedial courses which then followed. Blacks who had done reasonably well at school were snapped up by Cornell and other prestigious universities and instead of being able to take justifiable pride in coming top of their class, as they would have done at less academic institutions, they were outperformed by almost all the other students, and academically frustrated.

Dr Sowell said this mismatching of students to institutions started a chain reaction of mismatching at all levels of higher education. Humanitarian reasons were given for admitting minority students who did not meet normal requirements, but the results were far from humanitarian.

Many such students dropped out of college and, Dr Sowell added, "even when academic pressures are eased, double standards, the stigma of such standards is felt by all minority students—including those who made it on merit, but who cannot be sure of this within themselves, much less expect full public acceptance."

Dr Sowell's argument was challenged in the paper by another black educator, Dr Allan Ballard, former dean of academic affairs at the City University of New York. He said educational opportunity programmes were being dismantled without anybody finding out whether they had achieved the aims set for them.

He admitted the programmes had faults, ranging from over-protection to an over-identification of their students. But he asked: "Is it a mark of success that the heavy pressure to recruit under-prepared blacks has resulted in practically every 'qualified' black student in this country being given a chance to go to college?"

"Amid all the conflict and turmoil, has the confrontation of ghetto youth, typical white colleges, and the academy brought to each a better perception of American reality? Is it not possible that such perceptions will measurably change the disposition that America can take over the next decade?"

Dr David Evans, senior admissions officer at Harvard, wrote in *The New York Times* later that so much had been written about black student disillusionment and "reverse discrimination" that the mere presence of blacks at selective institutions had more and more begun to imply substandard credentials or relaxed admissions policies.

This, he argued, was totally unjustified. It had become an excuse for inaction and a belief that nothing could be done without lowering the standards.

Harvard and its sister college Radcliffe had no special programmes for minority students, yet more than 400 blacks there had not escaped this unfair criticism.

"Although averaging above the 94th percentile on the Scholastic Aptitude Test, and thus belonging to the cream of college-bound teenagers, black students who come to Harvard far too often receive the coldest, most ambivalent reception given to any upwardly-mobile ethnic group that has ever entered these ivied walls," he wrote.

Work begins on disputed gene

Construction has started at Harvard University on the controversial laboratory for recombinant DNA research (TUESDAY, October 15), although the Cambridge City Council has not yet indicated whether it will lift its ban on such experiments.

Some of the biology laboratories at the university are being re-equipped to provide a containment facility for research on viruses and animal tissues and one room will be on a "P3" level—suitable for the strict controls governing genetic engineering experiments.

The city council is due to decide in about three weeks whether it will allow the recombinant DNA experiments which it originally banned in the summer because of the possible hazards to the citizens of Cambridge.

The council's special committee

The 'back to basics' movement continues to grow as more and more students arrive at college needing remedial teaching

Hard core and soft options

Britain is not the only country worried about a core curriculum. For some time now a "back-to-basics" movement in the United States has been gathering momentum, urged on by public concern over falling standards, disillusion with "open" education, lack of interest in the new options introduced in the late 1960s, and general dismay that many school-leavers now cannot write a simple sentence in correct English.

The movement, most obvious at school level, has led to a tightening up of the curriculum, more emphasis on grammar, writing and reading, the introduction of public examinations at various stages of school and even at university level. At college and university level the movement is just as pronounced, though its manifestations are less obvious. There have long been complaints that the first two years of undergraduate education—two years of general education—were the choice—are too formless and undemanding.

In the 1960s many universities dropped their demands for a core curriculum, and introduced many more options. The changes were hastened by student activism (though this was always more political than academic) and a feeling that the curriculum was too rigid. Most smaller colleges never dropped compulsory subjects or areas of study, but many of the more visible progressive universities did.

Now, these universities are having second thoughts. Results have not been happy: students going on to their third year have often missed out areas of study most teachers still consider vital to the concept of a properly educated person. At the same time, students new to university are as ill-prepared in English, mathematics and other basic subjects that universities believe it essential to give remedial help before allowing them to pursue specialist options.

In some universities, however, we have lost interest in some new options: ethnic studies, for example, have probably reached their high-water mark. The best are being consolidated, and the woollier courses questioned to produce a core curriculum. These are:

"An educated person must be able to think and write clearly and effectively." Students receiving Bachelor's degrees should be able to communicate with "precision, cogency and force".

"An educated person should have a critical appreciation of the ways in which we gain knowledge and understanding of the universe, of society and of ourselves. This should be achieved through the intellectual and experimental methods of the physical and biological sciences, and the historical and quantitative techniques needed for investigation."

Dr Rosovsky said that the curriculum would have to be sufficiently flexible to allow for the few quiescent geniuses. He also said that the delineation of a set of standards requires that we as a faculty reach a consensus—which in turn might even more fallaciously, as socialising our students on behalf of America's "ruling classes". He said he could not accept the validity of such views.

The Harvard document is explicit and challenging. Other universities are in the throes of argument over similar definitions.

Stanford has decided to review and evaluate all its courses over the coming year to see whether there are any imbalances between the pursuit of professional and broader, more liberal purposes.

The aim is to reinvigorate programmes that have lost their freshness, find out the most popular student choices, study premedial education and see what courses caused stress to ethnic minority groups and how they coped.

A Committee on Reform and Renewal of Liberal Education has been set up at Stanford which earlier this year said all students should take a year's course in western culture. This has been sharply attacked by students who said that though such courses were valuable, to require them to be taken during the working and development of modern society, with some of the important scholarly, literary and artistic achievements of the past and with the major religious and philosophical conceptions of man.

"An educated American, in the last third of this century, cannot be provincial in the sense of being ignorant of other cultures and other times."

"An educated person is expected to have some understanding of, and experience in thinking about, moral and ethical problems." The most significant quality in educated people might be the informed judgment which enabled them to make discriminating moral choices.

"We should expect an educated individual to have good manners and high aesthetic and moral standards." This meant the capacity to reject shoddiness in all its many forms.

"An educated individual should have achieved depth in some field of knowledge." Dr Rosovsky had in mind something that lay between professional competence and superficial acquaintance. In Harvard terminology this was called "concentration".

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San Diego campus: setting the pace.

Ontario raises tuition fees

Tuition fee increases of \$100 have been announced for all Ontario Colleges and universities, which will be in effect from 1977.

Next year will be the first full year when overseas students will have to pay higher tuition fees than Canadians. The rise, announced in September, was a considerable increase. The new rate is \$1,500 for the academic year, and \$750 for the summer session. The rise in fees for all provinces have yet followed Ontario's example in raising foreign students' fees, but most are expected to do so.

\$20m library

Stanford University is to build a new library costing \$20m, which will be the largest in the world. The library will be built on a 100-acre site and will contain 10 million books. It will also contain a large collection of rare books and manuscripts.

Republic of Ireland

Top coordinating body for science proposed

The Irish Government is planning to set up a National Board for Science and Technology in the near future with responsibility for coordinating state-sponsored scientific and technological research.

The board will replace the National Science Council, which at present plays an essentially advisory role in research policy. In contrast, the new board will be required to prepare a national programme of research, including the research activities of all government departments.

This budget will be put before both houses of the Irish Parliament, and will give details of the request and proposals of every institution carrying out state-sponsored research, including the research activities of all government departments.

The board will also include representatives of the major research institutions and proposals, viewed in the light of national policy for science and technology.

The board will be responsible for carrying out the research listed in the science budget, and will remain in the central government departments concerned, although the board will be supplied with funds for research from the Department of Education and Science, and technology as it considers appropriate.

The decision to establish a body with responsibility for formulating a national policy on science and technology followed a review of science policy in Ireland published in 1974 by the Organisation for Economic Co-operation and Development.

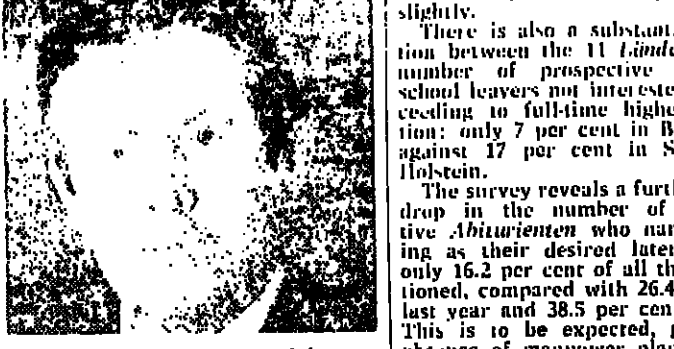
In this review, which was based on an extensive survey of scientific and technological research activities in Ireland, the OECD concluded that the development of an overall science policy in support of national goals required the strengthening of existing institutional mechanisms.

It suggested setting up a body closely in line with the government's present proposals. The objective of such a body, according to the OECD, would be to "draw together the various threads of scientific and technological activity in Ireland into a coherent and integrated whole, with a view to securing the optimum contribution towards economic and social development within a medium- and long-term perspective."

The OECD added that the elaboration and presentation of an annual science budget would be of great importance for the development of a centralized science policy in Ireland, with which it would aim to reconcile the research and development responsibilities of individual government departments.

The main departure from these recommendations is that although the OECD recommended the establishment of a Science Council, the government proposes that it should become the responsibility of the Department of Industry and Commerce.

Debating the Bill to create the



Mr Burke goes to Brussels

Mr Burke goes to Brussels

The appointment of Mr Richard Burke, Education Minister, as Ireland's new Commissioner to the EEC is the culmination of a meteoric rise to fame. Mr Burke was only elected to the Dail in 1969. His first speech there advocated closer European integration.

He was appointed Minister for Education after the February, 1973 general election. He has had a controversial term of office during which he has faced strong criticism of his educational policies, in particular his plans for the reform of higher education, and for his conservative stand on some social issues.

Mr Burke's successor is Mr Peter Barry, the present Minister for Transport and Power. Mr Barry got the job that some observers had anticipated would go to Dr John Kelly, a university professor who had been Minister for Education from 1969 to 1973.

Mr Barry's appointment is seen as a move towards a more liberal approach to education, and is expected to lead to a more radical reform of higher education.

Halt called to any new universities

No new universities are to be created for the time being. The government feels that the expansion of higher education has gone beyond control, and standards have slipped as a result.

In addition, the massive University of Sao Paulo, largely self-financed at the same level as this year, which itself was the same as in 1975, tuition in Brazil was 35 percent last year.

The book purchasing programme at USP has been cut back, building programmes delayed, some student services reduced or abolished and certain medical services scrapped.

The cutbacks came at a time when there is increasing concern about the country's ability to produce all the scientists, engineers and technicians needed. Even if the national investment programme is to be cut back by 25 percent next year, as has been announced, demand for trained manpower is increasing extremely fast.

Mike Duckenfield, Scandinavian correspondent, on why Sweden's Social Democrats are getting the cold shoulder from the country's student union

Swinging right

Despite modest advances by non-socialists in recent British student elections, the idea of the National Union of Students' executive applauding the defeat of a Labour government remains incredible.

Not so in Sweden. In the recent general election, the Swedish union (SFS) not only campaigned against Mr Palme's Social Democrats, but also preferred to more or less ignore the Centre party—the largest of the three former opposition groups in Swedish parliament—and more especially, the Conservatives, which together received less than one third of the electorate's support.

Unlike its European fellows, the Swedish student movement has been predominantly non-socialist ever since party labels became common a decade ago. Ironically, before that many of the so-called independents were Social Democrats, including Oluf Palme, president of SFS in the early 1950s.

The sitting SFS executive still contains six non-party members, mostly from teacher training and medical faculties. The remainder includes 11 Conservatives and Liberals (who form a loose alliance) and five members of the Communist, two Maoists and a single Social Democrat. Similar groups control all the local unions except at Umea University, the Communist dominated, perpetual odd-man-out in Sweden's far north.

The union's president, like the rest of the executive elected once a year at an annual congress, is Tord Tannenborg, a 30-year-old political science student, former Stockholm University student newspaper editor and member of the Conservative youth movement.

One reason for the weakness of the Social Democrats is organizational: the party wound up its student association in the late 1960s, incorporating it into a general youth wing. As an attempt to integrate students into the community it backfired. The youth movement offered no forum for academic debate and left-wing students left, mainly to join the Communists and Maoists.

More generally, the Social Democrats have failed to recruit intellectuals in all spheres in the last decade; a task not helped by the university reform plans and the decision two years ago to invest heavily in nuclear power—a decision Mr Palme believes cost his party power in September.

That students have polarized to the right more than the left is partly a reflection of Sweden's high approval of their own society—a belief frequently revealed in opinion polls and akin to that of Americans before the Vietnam war in its conviction.

It also derives from the social requirements for higher education. Children from what could loosely be called the upper middle class still account for about 52 percent of students—6 per cent less than 10 years ago.

Unlike in Britain, the expansion of Swedish higher education in the 1960s did not result in a mass influx of middle and lower-middle class children. Those whose fathers were office workers, for example, only increased from 10 per cent to 13.3 per cent.

Working class entrants have increased more markedly—from 16 per cent to 24 per cent since the early 1960s. However, they have opted disproportionately for vocationally-oriented studies, especially social work and technology. Not only are these traditionally non-militant areas, but they are also mainly organized by two tiny specialist student unions outside SFS.

Recently, a shadow has been cast over the future of SFS with the publication of a government commission recommending the abolition of compulsory union membership. Some saw this as an attempt by the Social Democrats to get back at SFS for failing to back the line in an increasingly corporate society.

However, the commission was supported by the students. While this was partly because the new national Swedish Constitution adopted in 1973 guarantees freedom of association, it was also because compulsory membership could not be defended by Conservatives and Liberals in SFS without them having to apply the same argument to the trade unions.

Fears that the union would lose as many as two-thirds of its members if membership became voluntary have been neatly circumvented by abolishing membership completely. At present, SFS recruits members en bloc through its constituent university and college unions. In future, there will be no local unions, but universally elected congresses.

These will not require membership of a "union" but who still have the power to levy compulsory fees and assign a percentage to SFS which, in Tord Tannenborg's words, will become a "congress of congresses".

Although SFS co-owns an independent travel service with the local unions, the fees (\$16—about £2.29 a year) bring in almost all of SFS's \$18.8m annual income.

Nevertheless, the membership reform could still erode the SFS's old union's position as a national student spokesman. Without the membership commitment it could be said not to represent anyone, but simply to provide a service. In that case all the party groupings may claim equal status as spokesmen, a move which would benefit the left.

It might also cast doubts on SFS's role as a member of the boards of agencies such as the Office of the Universities and Higher Education and the National Board of Education and the National Board of Research.

The general courses will be incorporated for the time being into vocational training and will be intended to offer a link between highly specialized university courses on the one hand and specific vocational training on the other. The emphasis will be on personal development and teaching methods of collecting and selecting data which will prepare students for a broad range of occupations and social functions. The part-time courses, on the other hand, will be discipline-oriented.

The government's impatience to get a third form of higher education off the ground is based on the assumption that the general courses will strengthen non-university education. They are designed to offer a real alternative for the 25 per cent of higher secondary school pupils who now go into teacher training but may hesitate in the future when faced with only a 50 per cent chance of finding a job.



Tord Tannenborg: critically Conservative

Priority for 'link courses'

The three-year experimental general and part-time higher education courses are to be pushed through parliament as quickly as possible. It is hoped that the courses can start in 1978.

The courses are part of the continued memorandum on Higher Education in the Future, which aims in the long term to establish one unified system of higher education (THE, November 12).

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Universities continued

THE NEW SOUTH WALES INSTITUTE OF TECHNOLOGY, SYDNEY, AUSTRALIA
SCHOOL OF MATHEMATICAL SCIENCES

The New South Wales Institute of Technology is a corporate institution for higher education established to provide a wide range of professional, scientific and technical education. The School of Mathematical Sciences is one of the Schools in the Faculty of Mathematical Sciences. It offers a Bachelor's Degree, a Master's Degree by research work, and a Post Graduate Diploma in Operations Research.

ASSOCIATE HEAD OF SCHOOL
\$A26,545 p.a. under review (£19,699 approx.)

Applications are invited for this new position from persons of high qualifications and experience in applicable Mathematics. In addition to providing academic leadership in the field of interest, the successful applicant should have experience in administration since the Associate Head will work closely with the Head of School, Dr. S. G. Thornton, in the further development of the School of Mathematical Sciences.

SENIOR LECTURER
\$A18,034-\$A20,928 p.a. under review (£13,303-\$15,531 approx.)

The successful applicant will be expected to contribute to the academic development of the School, and an appropriately academically qualified and experienced person will have the opportunity to head a Unit within the School. Applicants with interest and experience in Mathematical Education are particularly invited to apply.

The Council of the Institute encourages academic staff to undertake limited professional consulting for industry and commerce. Opportunities for research work are available. Fees and a contribution towards removal and initial accommodation expenses are provided for overseas appointees. A Housing Loan Scheme is also available. Applications close on January 10, 1977. Applicants should arrange for three confidential referees to advise by the same date. Written applications should include address and phone number, personal particulars, documentary evidence of qualifications, work and teaching experience, affiliations, publications, research work and teaching experience, and addresses of the referees contacted. Applications and referees' reports are to be sent to the Council of the Institute, New South Wales Government Offices, 66 Strand, London WC2N 6LZ, England.

QUEEN ELIZABETH COLLEGE (University of London)
Principal

The post of Principal of the College will become vacant on 30 September 1977 on the retirement of Dr. K. G. Denbigh, F.R.S. The College is a School of the University of London in the Faculty of Science. The College Council invites applications for this post from suitably qualified persons. It would also be glad to receive from individuals the names of persons who might be considered suitable for the post. Applications and communications should be marked 'Confidential' and be addressed to Professor Leslie Young, Chairman of the College Council, Queen Elizabeth College, Campden Hill Road, London, W8 7AH, from whom further details can be obtained.

Cranfield
PROFESSOR AND HEAD OF THE SCHOOL OF AUTOMOTIVE STUDIES

Applications are invited for this post, which has become vacant on Professor J. R. Ellis' relinquishing the headship to resume his teaching and personal research. The School is an academic department undertaking postgraduate teaching and research in automotive engineering design and development. Those interested in learning more about the post may obtain further particulars from the Vice-Chancellor, Cranfield Institute of Technology, Cranfield, Bedford, MK43 0AL.

The British Council
invites applications for the following posts:

Lecturer in English/ELT Adviser (Chad)

University of Chad, NDjamena
To train teachers, provide some ESP, advise on ELT at the Institut National des Sciences de l'Education. Degree in English or Modern Languages, postgraduate TEFL qualification, several years' relevant overseas experience; good knowledge of French.
Salary: £5267-£6491 p.a.
Benefits: Overseas and children's allowances; free accommodation. Two-year contract. 76 IU 107

Assistant Professor of English (Liberia)

University of Liberia, Monrovia
To lecture in English Language and Linguistics and set up courses in Remedial English and ESP. A first degree in English or Modern Languages and a Master's degree plus a postgraduate TEFL qualification, or an MA in Applied Linguistics. At least 3 years' teaching experience abroad. Preferred age range 25-35.
Salary: £5210-£7004 p.a.
Benefits: free accommodation; overseas and children's allowances and other benefits. Two-year contract, renewable. 76 HU 122

Return fares are paid. Local contracts are guaranteed by the British Council.

Please write, briefly stating qualifications and length of appropriate experience; quoting relevant reference number and title of post for further details and an application form to The British Council (Appointments), 65 Davies Street, London W1V 2AA.

UNIVERSITY OF DUBLIN
Trinity College

ERASMUS SMITH CHAIR OF MODERN HISTORY

The Erasmus Smith Chair of Modern History (founded in 1762) will fall vacant on 30th September, 1977, following the retirement of the present holder, Professor T. W. Moody. Persons interested in this appointment should write for further particulars to 'The Secretary, Trinity College, Dublin 2, to whom applications should be sent, preferably, before 31st January, 1977.

ST. ANNE'S COLLEGE OXFORD
Fellowship in Classical Languages and Literature

The College proposes to elect a Fellow and Tutor in Classical Languages and Literature with effect from 1st October, 1977. The Fellow will be expected to teach and supervise students in the Department of Classics. The successful candidate will be eligible for appointment to the post of Fellow and Tutor in the Department of Classics. Applications should be sent to the Secretary, St. Anne's College, from whom further information may be obtained, so as to reach her not later than 14th January, 1977.

OXFORD
THE UNIVERSITY

Applications are invited for the post of Lecturer in the Department of Classics. The successful candidate will be eligible for appointment to the post of Lecturer in the Department of Classics. Applications should be sent to the Secretary, St. Anne's College, from whom further information may be obtained, so as to reach her not later than 14th January, 1977.

CANADA
UNIVERSITY OF VICTORIA
VACANCIES IN COMPUTING SCIENCE

Applications are invited for the post of Lecturer in the Department of Computing Science. The successful candidate will be eligible for appointment to the post of Lecturer in the Department of Computing Science. Applications should be sent to the Secretary, St. Anne's College, from whom further information may be obtained, so as to reach her not later than 14th January, 1977.

The University of Cape Town invites applications for the post of Lecturer in the Department of Medicine. The successful candidate will be eligible for appointment to the post of Lecturer in the Department of Medicine. Applications should be sent to the Secretary, St. Anne's College, from whom further information may be obtained, so as to reach her not later than 14th January, 1977.

LONDON
THE UNIVERSITY

Applications are invited for the post of Lecturer in the Department of Medicine. The successful candidate will be eligible for appointment to the post of Lecturer in the Department of Medicine. Applications should be sent to the Secretary, St. Anne's College, from whom further information may be obtained, so as to reach her not later than 14th January, 1977.

MANCHESTER
THE UNIVERSITY

Applications are invited for the post of Lecturer in the Department of Medicine. The successful candidate will be eligible for appointment to the post of Lecturer in the Department of Medicine. Applications should be sent to the Secretary, St. Anne's College, from whom further information may be obtained, so as to reach her not later than 14th January, 1977.

DURHAM
THE UNIVERSITY

Applications are invited for the post of Lecturer in the Department of Medicine. The successful candidate will be eligible for appointment to the post of Lecturer in the Department of Medicine. Applications should be sent to the Secretary, St. Anne's College, from whom further information may be obtained, so as to reach her not later than 14th January, 1977.

NATAL
THE UNIVERSITY

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HONG KONG
THE UNIVERSITY

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LANCASTER
THE UNIVERSITY

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LEEDS
THE UNIVERSITY

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SUSSEX
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SHEFFIELD
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SOUTHAMPTON
THE UNIVERSITY

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WARWICK
THE UNIVERSITY

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PORTSMOUTH
POLYTECHNIC

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POLYTECHNIC OF WALES
DEPARTMENT OF CIVIL ENGINEERING AND BUILDING

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SHEFFIELD
THE UNIVERSITY

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SOUTHAMPTON
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WARWICK
THE UNIVERSITY

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PORTSMOUTH
POLYTECHNIC

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POLYTECHNIC OF WALES
DEPARTMENT OF CIVIL ENGINEERING AND BUILDING

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SOUTH AFRICA
UNIVERSITY OF NATAL

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Universities continued

OXFORD
THE UNIVERSITY

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